



The Queen Katherine School

# Information for Candidates

Lead Practitioner of English  
September 2019



MULTI  
ACADEMY  
TRUST







# The Queen Katherine School

The Queen Katherine School is a mixed 11-18 comprehensive school, with 1100 students on roll. We are genuinely inclusive, catering for students of all abilities and aptitudes from our mixed socio-economic area. The school converted to academy status in 2011 and became a Multi Academy Trust in 2013. There are 178 members of staff, 100 teaching and 78 support staff. KS4/5 students from Sandgate Special School are co-located on the school site with plans for a similar development at KS3 in 2019.

The school is a strong community, built on excellent relationships. Staff and students enjoy a high degree of trust and there is a genuine warmth and support in the school. Our students like to learn, enjoy school and work positively with their teachers. We benefit from supportive parents, governors and there is an active parents' association.

QKS staff enjoy working here and many stay with us for a long time. We have developed a strong programme of school focused CPD and use alternate Wednesday afternoons for development work through our Teaching and Learning Communities.

We have many effective departments with good and outstanding teaching and learning, but it is also possible to find teaching that needs more challenge, greater differentiation and an increase in pace.

Our A level results regularly place us in the top 5% of schools for value added outcomes in the UK and have been in the top 10% for the past ten years. These results are reflected in the destinations of sixth formers – this summer 66% of our students went into degree courses – 28% to Russell Group. Our sixth form numbers allow us to maintain both breadth and choice.

At GCSE level our Progress 8 scores have been positive in both 2017 and 2018. We pride ourselves on a broad and balanced curriculum. Students start to personalise their choices from Year 8.

The pastoral system is based on a year structure, each team led by a non-teaching Head of Year. These teams are led by support staff. We believe Heads of Year and form tutors are key players in monitoring and raising achievement, contacting home and offering support when necessary and praise when earned. We benefit from the additional support of specialised staff. These include a family support worker, an Attendance and Inclusion manager, two student support mentors for KS3 and KS4, two counsellors and numerous external agency staff.

Provision for out of school enrichment activities is tremendous at QKS and many students enrol for the activities on offer as much as for our academic success. Music, drama and art thrive. Our annual school musical is performed at the local Brewery Arts theatre and often involves 150+ students. In addition, there are many smaller scale productions performed in the drama studios. There are frequent concerts involving choir, wind band, orchestra and contemporary bands – all musical tastes are catered for. Our PE department is involved in sport at local, county and national level. We offer a wide range of visits and activities including Duke of Edinburgh Bronze for all students in year 9 with many continuing to Silver and Gold level.

Jon Hayes  
Headteacher

# The English Department

If you were a book, what book would you be?

We asked ourselves as a team of English teachers at the start of the school year. Our new Year 7 students had worked hard on a transition activity with their Primary teachers and explored the form and genre of book that might best represent them, and we wanted them to know more about their English teachers as they started their first lessons at The Queen Katherine School.

Between us, then, we have a variety of fiction and non-fiction types; some of us see ourselves as protagonists in first person narrative adventure series, others as omniscient narrators corralling characters through their own individual explorations and journeys of discovery.

What book would you be, to adorn our department shelves and inspire a love of reading and writing at The Queen Katherine School?

I am proud to lead a strong team of English teachers as Head of Faculty. Appointed just over two years ago as Second in English, it has been my pleasure and honour to take over the leadership of such an enthusiastic and talented group of colleagues. A team of eight, we range from NQTs to twenty year veterans, with language, literature, media and drama specialists amongst our ranks, we find ourselves in the exciting position to be recruiting a new team member.

How would your narrative complement our intertwining tales of talent and tenacity?

The core principles of the QKS English Department are: To develop our voices as writers with the text at the heart of every lesson.

The two roles that we are looking to recruit have come about as we look to expand and improve our department. With some of our team taking on more whole school leadership responsibilities, we want to ensure the highest quality teaching for our exam classes too. As we reflect on our examination performance since the changes to GCSE and A Level specifications, we are aware of a need to enhance our learning and teaching to ever greater heights.

A Leadership point is being offered for a Learning and Teaching Lead within English. We are looking for a candidate with a vision for exciting and meaningful learning in the English classroom; clear, research-informed ideas have been proven to work in real classrooms with real students. In summer 2018, we worked as a team to develop a clear curriculum rationale and build new Schemes of Learning and Assessment that ensure those voices are developed and that carefully chosen texts are providing the best to our learning. As the successful candidate, you would be instrumental in reviewing the rationale and the schemes in the summer term and adding to our vision of English learning for the academic year, 2019-2020. You will drive forwards the improvements in teaching that will support all of our students to reach their full potential.

We have our own dedicated teaching spaces – most with views of the fells, the not-so distant hills or the suitably Gothic Kendal Castle – computer room access, a department staff room, an array of quality literature at our fingertips and a most impressive school library. The department is welcoming and supportive, we work collaboratively and collectively; staff socials and school events are popular and frequent; our students are happy, helpful and exciting to work with.

We would welcome calls and visits from any prospective candidates – via the school reception or email me direct at [Tanya.thomas@queenkatherine.org](mailto:Tanya.thomas@queenkatherine.org)

Tanya Thomas

# Person Specification

	Essential	Desirable	How Assessed
Teaching Qualification	√		Application Form; Interview
Good Honours Degree		√	Application Form; Interview
Class of Degree 2:1 or 2:2 or higher		√	Application Form; Interview
High expectations of self	√		Application Form; Interview; References
Belief in students' ability to succeed	√		Application Form; Interview; References
Demonstrates understanding of what makes effective teaching	√		Application Form; Interview
Ability to act on advice and be open to coaching	√		Interview; References
Openness to innovation and improving own practice	√		Application form; Interview; References
Ability to collaborate and work co-operatively	√		Interview; References
Ability to effectively use ICT to support students	√		Application Form; at interview
Commitment to extra-curricular activities	√		Interview; References
Understanding of diverse teaching and learning styles	√		Application form; Interview
Ability to teach engaging, motivating lessons	√		Interview; References
Understanding of assessment for learning	√		Application form; Interview; References
Knowledge of research findings on excellent learning and teaching	√		Application Form; Interview; References
Ability to lead quality CPD and staff development	√		Application form; Interview; References
Ability to set high levels of challenge for students	√		Application form; Interview; References
Able to present evidence of improving outcomes for students	√		Application form; Interview; References
Ability to teach to Advanced Level although experience of this is not essential		√	Application form; Interview; References
Ability to relate well with students, staff and parents	√		Interview; References
Understanding of behaviour management techniques and of the relationship between teaching and behaviour	√		Application form; Interview; References
Able to demonstrate a good fit with the ethos of the school (achieve, respect, enjoy, include)	√		Application form; Interview; References
Understanding of safeguarding issues and promoting the welfare of children and young people	√		Interview
Suitability to work with children	√		Application form; Interview; References

# Job Description

## Lead Practitioner

### Context

All Teaching Staff are expected to meet and demonstrate the relevant National Standards for Teachers available at: <https://www.gov.uk/government/publications/teachers-standards>

### Purpose

To improve the quality of curriculum, teaching, learning and progress in English. In addition, to have a Key Stage departmental responsibility within English.

To deliver the highest quality of Teaching and Learning through being an effective teacher who challenges and supports all students to achieve their best by:

- Inspiring trust and confidence in students and colleagues
- Building team commitment amongst students and colleagues
- Engaging and motivating students
- Analytic thinking
- Taking positive action to improve the quality of students' learning
- Demonstrates pride in belonging to The Queen Katherine School

### Main Duties

1. To develop and implement Learning and Teaching initiatives and strategies throughout the department which raise the quality of teaching practice of all members of the department and result in improved student attainment and progress
2. To be a model of excellent practice in the delivery of English learning
3. To take a lead role, working closely with the Faculty Lead, Senior Leadership Team and other Lead Practitioners in developing, implementing and evaluating policies and practice that lead to school improvement
4. To undertake research into best practice in other schools and how this might be used to support students at QKS
5. To research and evaluate innovative curricular practices and draw on research outcomes and other sources of external evidence to inform own practice and that of colleagues
6. To develop high quality teaching materials and SoLA that are shared and developed
7. To use local and national data and other information in order to provide: a comparative baseline for evaluating learners' progress and attainment; a means of judging the effectiveness of their teaching; a basis for improving teaching and learning within English

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## Lead Practitioner

teaching; a basis for improving teaching and learning within English

8. To support underperforming teachers to enable them to improve their practice
9. To support the induction of newly qualified teachers within the department
10. To support the Initial Teacher Training programme
11. To uphold and demonstrate the school's ethos and values

### **Teaching and Learning**

1. Secure and sustain effective teaching through structured monitoring and evaluation of all aspects of teaching and learning.
2. Active participation in the school's monitoring evaluation and review cycle through: lesson observations, coaching, feedback to teaching staff, work sampling, learner interviews and written reports to the Faculty Lead, Headteacher and Senior Leadership Team as necessary.
3. To teach a timetable within specialism appropriate to the demands of the role and the need of the school
4. To lead on interventions including monitoring and measuring their impact on student progress

### **Leading, Motivating & Developing**

1. Have teaching skills which lead to excellent results and outcomes.
2. Demonstrate excellent and innovative pedagogical practice, and deliver demonstration lessons
3. Disseminate materials and advise on practice, research and CPD provision
4. Make well founded appraisals of situations upon which they are asked to advise, applying high level skills in lesson observation to evaluate and advise colleagues on their work and devising and implementing effective strategies to meet learner needs leading to improvements in learner outcomes

### **School Ethos and Values**

1. To conduct oneself in a manner befitting a teacher at all times, ensuring behaviours that display positivity to others
2. To make maximum use of opportunities to generate a culture of celebration and praise amongst the staff and students of the School
3. Promote the health, welfare and emotional well-being of all students
4. Promote equality of opportunity for all students and staff

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### Other Duties

1. To support the achievement of the School's objectives by working proactively with colleagues on projects or activities outside direct area of responsibility as required
2. To follow the School's ICT policy for safe use of ICT
3. To be aware of and assume the appropriate level of responsibility for safeguarding and promoting the welfare of children and to report any concerns in accordance with the School's safeguarding policies
4. To comply with legislation, policies and procedures relating to confidentiality and data protection, reporting any concerns to the appropriate person
5. To work in compliance with the Codes of Conduct, Regulations and policies of the School and its commitment to equal opportunities
6. To comply with the School's Health & Safety policy and statutory requirements as detailed in the Health & Safety at Work manual
7. To undertake any other duties not detailed above as specified in the School Teachers' Pay and Conditions document.

**This is not an exhaustive list of duties; they may be varied from time to time without changing the general character of the job or the level of responsibility. A high degree of flexibility and adaptability is an important element of this role.**

**This is a description of the role as it is now. We periodically examine employees' job descriptions and update them to ensure that they reflect the job as it is then being performed, or to incorporate any changes being proposed. We aim to reach agreement on reasonable changes, but if agreement is not possible, we reserve the right to insist on changes to your job description after consultation with you.**



# How to apply

Your application should include:

A supplementary letter of application not exceeding two sides of A4, which must be word-processed and should accompany your completed application form.

Candidates will be shortlisted and appointed solely on the extent to which they meet the requirements set out in the person specification.

If you would like to speak to a senior member of staff about the role, please contact on the details below.

Please note that only the candidates invited for interview will be contacted. If you do not hear from us and would like feedback, please contact the HR Manager on the above number.

<b>Closing date for applications:</b>	<u>noon</u> Thursday 17 January 2019
<b>Interviews will be held week beginning</b>	<b>Monday, 28 January 2019</b>
<b>To start :</b>	1 September 2019 or sooner if possible

For further information, please contact:

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